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ABSTRACT

The purpose of this study was to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher as perceived by means of a questionnaire administered to eight coordinators of adult education programs, 70 adult teachers of trade and industrial education, and 865 adult students in trade and industrial education from eight selected vocational schools in Oklahoma. The questionnaire was developed by a panel of experts and by the directors of the schools used in the study and administered during the eighth to tenth week of class in the fall 1972 school year. Structured to obtain responses on a 5-point rating scale as to the degree that respondents perceived the item to be an adult vocational teacher education need, questionnaire results show that adults and adult educators agreed that all behaviors in this study are indicative of the ideal adult vocational teacher, although they did not agree as to the relative importance of some items. Those items receiving the highest ratings were: (1) exhibits enthusiasm and support for the teaching field, (2) teaches, practices, and enforces preventive shop safety procedures, and (3) gives demonstrations of skills and procedures. (AG)

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Nature and Scope of Adult Vocational Teacher Education Characteristics

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STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION/STILLWATER, OKLAHOMA
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PERCEPTIONS OF THE NATURE AND SCOPE OF EFFECTIVE ADULT VOCATIONAL TEACHER CHARACTERISTICS AS HELD BY ADULT STUDENTS, TEACHERS, AND COORDINATORS OF ADULT EDUCATION IN OKLAHOMA AREA VOCATIONAL-TECHNICAL CENTERS

By

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Reproduced by Division of Research, Planning and Evaluation,
State Department of Vocational and Technical Education
Stillwater, Oklahoma

July 18, 1972

Title of Study: PERCEPTIONS OF THE NATURE AND SCOPE OF EFFECTIVE ADULT VOCATIONAL TEACHER CHARACTERISTICS AS HELD BY ADULT STUDENTS, TEACHERS, AND COORDINATORS OF ADULT EDUCATION IN OKLAHOMA AREA VOCATIONAL-TECHNICAL CENTERS

Purpose: The purpose of this study was to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher as perceived by students, teachers, and coordinators of adult vocational education in the area vocational-technical centers in Oklahoma.

Scope and Method of Study: This study was an attempt to identify those behavioral teaching acts or patterns that the effective teacher of adult vocational education would practice or perform. To facilitate this identification process, a questionnaire was structured to obtain responses on a five-point rating scale as to the degree that respondents perceived the item to be an adult vocational teacher education need. Items selected for this study were those believed to be most relevant to adult education by a panel of experts and by the directors of the area schools used in the study. The questionnaires were administered to eight coordinators of adult education programs, 70 adult T & I teachers, and 865 adult T & I students in the eight selected vocational schools in Oklahoma. The questionnaires were administered during the eighth to tenth week of class of the fall term of the 1971-72 school year.

Findings and Conclusion: Adult T & I programs have a common emphasis and purpose; that of providing skills for entry level employment or upgrading to meet the ever changing needs of industry. It was observed that these commonalities of objectives warranted a study to identify those behavioral teaching acts which characterize the effective adult vocational teacher. The cumulative mean response by the 943 participants to each behavioral teaching act served as an indicator in determining the extent of agreement to the item and also as an indicator for determining the relative importance of the particular item to other items in the study. The results of this study indicate that adults and adult educators agreed that all of the behaviors in this study are indicative of the ideal adult vocational teacher. They did not agree, however, as to the relative importance of some items. Those items receiving the highest ratings were: (1) Exhibiting enthusiasm and support for the area in which he is teaching, (2) Teaches, practices, and enforces preventive shop safety procedures, and (3) Giving demonstrations of skills and procedures.

This publication is a summarization of a doctoral dissertation; and, for more detailed information, the reader should refer to the original study.

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CHAPTER I

INTRODUCTION

Adult vocational education is experiencing a period of rapid growth, and many sources indicate it to be the fastest growing area in the American educational system. As a result of this phenomenal growth, increased emphasis is being placed on the area vocational-technical centers to provide training for adults at all vocational and technical levels. Changing technologies are causing adult workers to return to school for training, upgrading, or retraining in order to remain viable in the labor market. Federal legislation, in keeping with this nation's commitment to the three primary economic goals of growth, full employment, and price stability, has encouraged many adults to return to school.

Adults are asking for programs and courses that are realistic in meeting their needs. Many of the classes are composed of students with divergent educational backgrounds and needs. Some terminated their education short of receiving a high school diploma, others have one or more higher education degrees. All are seeking understanding and help in realizing their potential in the world of work.

Legislation in recent years, particularly the Vocational Education Act of 1963, as amended in 1968, and the Educational Professions Development Act of 1967, reaffirms the national commitment to make higher quality vocational education available to a larger group of persons. As a result of the recent phenomenal growth in adult vocational education, many persons have been thrust into the teaching role who would not otherwise have become teachers. There are also those vocational education teachers at the secondary level who chose for various reasons to enter the realm of adult teaching. Often it can be recognized that neither the skilled craftsman from industry nor the secondary vocational teacher are adequately prepared for their new role as an adult educator.

Purpose of the Study

The purpose of the study, therefore, was to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher as perceived by adult vocational education students, adult vocational education teachers, and coordinators of adult vocational education in selected area vocational-technical centers in Oklahoma.

Vocational education could, and should, provide a large portion of our youth with the best possible preparation for existing and future employment opportunities. It should also provide training for the handicapped and disadvantaged and remedial training for those whose skills have become obsolete. But, in addition, it must be the vehicle for updating skills throughout the working life of an individual.

Since many investigations have established the fact that adults do differ somewhat from youth in learning achievement, the need for this study was accepted as worthy of investigative effort.

Scope and Limitations

The study was limited to the (1) area vocational-technical centers in Oklahoma that have been in operation longer than two academic school years, (2) coordinators of adult education employed by the above-mentioned centers, (3) teachers of adult trade and industrial education courses during the fall term of the 1971-72 school year in the above-mentioned centers, and (4) students enrolled in adult trade and industrial education courses during the fall term of the 1971-72 school year in the above-mentioned centers. Adult education courses in the area vocational schools vary in length from 11 to 16 weeks, according to the state supervisor.

The selected teaching and/or learning behaviors of adult vocational teachers used in this study were not all of the behavioral perceptions of adult vocational teachers. While other perceptions were recognized as being of importance, the ones selected for this study were those believed to be most relevant to adult education by a panel of experts composed of 27 experienced adult educators from Oklahoma and across the nation (32 were contacted and 27 responded) and by the chief administrators of the above-mentioned area vocational-technical centers. The resulting questionnaire used was a compilation of those selected teaching and/or learning behaviors thus established.

It was also realized that the characteristics of enrollees, teachers, and coordinators may differ from one enrollment period to another. It was likewise understood that this time element may influence the characteristics of all people, but it was assumed that the changing rate of characteristics may not influence the relationship of the perceptions of adult teacher education needs as held by students, teachers, and coordinators of adult education.

The Research Question

Do responses to questionnaire items designed to identify effective adult teacher characteristics indicate an identifiable pattern or agreement in perception (of 3.50 or above on a five-point rating scale) of what students view as effective teaching behavior, of what teachers view as effective teaching behavior, and of what coordinators view as effective teaching behavior?

Collection of Data

Data for the study were collected during the eighth to tenth week of adult classes of the fall term of the 1971-72 school year, from coordinators of adult vocational education, adult T & I teachers, and adult T & I students. Data were collected from eight coordinators of adult vocational education, 70 adult T & I teachers, and 865 adult T & I students by means of a structured questionnaire. The eight completed and returned coordinator questionnaires constituted 100 percent of those surveyed. The 70 completed and returned teacher questionnaires constituted 100 percent of the teachers that were surveyed. The 865 student questionnaires that were completed and returned constituted 76 percent of the adult T & I students that were enrolled in the eight schools that were surveyed. Although completion of the questionnaire was completely voluntary on an individual basis, the major portion of those enrollees not included in this study were absent on the evening that the questionnaires were administered as revealed by the coordinators of adult education in the eight area schools. Ten of the returned student questionnaires were only partially completed; these were not included in the compilation and analysis of data.

Characteristics of Teachers and Students

Characteristics of the 70 teachers included in this study as to teaching experience, education, age, membership in a trade organization, work experience, and employment status are reported in Appendix B. Characteristics of the 865 students included in this study as to previous experience in adult education courses, level of formal education attained, age, source of income, sex, reason for enrolling, and employment status are reported in Appendix B.

Treatment of Data

The treatment of data involved the use of frequency distributions, percentages, and mean scores to determine if responses to the questionnaire items indicated an identifiable pattern of agreement at 3.5 or above on a five-point rating scale of the perceptions of coordinators, teachers, and students.

Frequency distributions, percentages, and mean scores for each of the thirty items on the questionnaire were collated in individual tabular form for purpose of analysis as to the respondent's rating of each item. The total responses received from coordinators, teachers, and students for each behavioral teaching act are presented in Table I.

Organizational Plan of Research

1. A search of literature concerning adult vocational teacher education needs was made.
2. An instrument was structured to gather information concerning perceptions of the nature and scope of adult vocational teacher education needs.
3. The instrument was submitted to a panel of experts for additions, deletions, and general refinement.
4. The refined instrument was submitted to the chief administrators of the area vocational-technical centers in Oklahoma for additional refinement and validation.

5. A pilot study was conducted using populations from one of the area vocational schools which was not involved in the study. This pilot study was used to determine if the timing of the administration of the instrument had any significant effect upon the responses given.
6. The instrument was administered during the fall term of the 1971 school year to enrollees in adult T & I courses and to adult T & I education teachers and coordinators of adult education in the selected area vocational-technical centers in Oklahoma.
7. Data collected by the questionnaires were tabulated and analyzed.
8. Relationships between the perceptions of the behavioral teaching acts or patterns which characterize the effective adult vocational teacher as held by adult students, teachers, and coordinators of adult education were established.
9. Findings and recommendations were summarized.

CHAPTER II

FINDINGS OF THE STUDY

The purpose of this study was to identify those behavioral teaching acts or patterns which characterize the effective teacher of adult vocational education. A 30-item questionnaire, using a five-point rating scale for each item, was used to identify perceptions of adult vocational education students, adult vocational education teachers, and coordinators of adult vocational education in the selected area vocational-technical centers in Oklahoma.

Primarily, the study is a summarization of the findings obtained from administering 943 questionnaires to coordinators of adult education, vocational teachers of adults, and adult vocational students in the eight selected area vocational schools. The research question was asked: Do responses to the questionnaire items indicate an identifiable pattern of agreement in perception (of 3.50 or above on a five-point rating scale) of what students view as effective teaching behavior, of what teachers view as effective teaching behavior, and of what coordinators view as effective teaching behavior?

Data collected by the questionnaires were tabulated and analyzed using frequencies, percentages, and mean scores to determine if responses to the questionnaire items indicated an identifiable pattern of agreement in perception. The investigator's interpretation of these scores as established by the questionnaire was: (5.00) strongly agree, (4.00) agree, (3.00) undecided, (2.00) disagree, and (1.00) strongly disagree. A cumulative mean score of 3.50 or above was considered by the investigator to indicate significant agreement among students, teachers, and coordinators as to the relative importance of the items to effective adult vocational teaching.

Summary of Responses

The compilation of mean responses of the three respondent groups for each of the 30 questionnaire items are presented in descending rank order in Table I. This table indicates the relative importance of each item as perceived by the respondent groups.

The cumulative mean response referred to is the arithmetic mean and was used to rank the 30 items as to their relative importance. For ranking purposes the means in Table I are reported to four decimal places.

There was a noticeable tendency by the coordinator group to rank items higher, by mean scores, than either the teacher or the student groups. Teachers generally ranked the items higher than students.

Coordinators assigned a higher rank to 16 of the 30 questionnaire items than that which was assigned by teachers or students. Teachers assigned a higher rank than coordinators or students to eight of the questionnaire items. Students assigned a higher rank than teachers or coordinators to five of the questionnaire items. Item No. 5 received the same ranking by all groups.

The coordinator group had the highest mean response for any of the three groups with a 5.00 for Item No. 5. The student group exhibited the lowest mean response for any group with a mean of 3.7073 for Item No. 29.

An interesting observation is that there was a range of 1.2781 in mean scores for the coordinator group, a range of .8429 for the teacher group, and a range of .8659 for the student group. This range in mean scores is a direct indication of the relative importance that the groups placed on each item. The range of cumulative means for the three groups was from 4.5883 to 3.7219 which leaves a difference between the high and low mean scores of .8664. This .8664 difference in cumulative means for the 30 questionnaire items is an accumulation of small differences between items. None of the items attained identical cumulative means. The average difference between items according to cumulative means was .0299.

There was a considerable difference in ranking between and among the respondent groups on eight of the questionnaire items. Although the differences among the groups as to the ranking of items according to relative importance is considerable for these items, the reason for those differences can only be speculative. Attention is called here to those items for which a striking disagreement as to the relative importance by groups was recorded.

TABLE I

COMPILATION OF MEAN RESPONSES AND
RANK ORDER BY RESPONDENT GROUP

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
1	4.5883	5	1	5.0000	1	4.7286	1	4.5732
			Exhibiting Enthusiasm and Support for the Area in Which He is Teaching					
2	4.5427	23	5	4.7500	5	4.6423	2	4.5328
			Teaches, Practices and Enforces Preventive Shop Safety Procedures					
3	4.5332	8	6	4.6250	2	4.6571	3	4.5223
			Giving Demonstrations of Skills and Procedures					
4	4.5300	9	4	4.7500	3	4 6571	4	4.5177
			Providing Opportunity for Each Student to Practice Newly Acquired Skills					
5	4.4802	24	3	4.8750	6	4.6428	5	4.4634
			Possesses Proficiency in the Operation or Manipulation of the Tools of the Trade					
6	4.4558	14	23	4.3750	8	4.5857	6	4.4460
			Expresses Himself Fluently and in Clear, Concise Terms					
7	4.3932	11	24	4.2500	4	4.6571	7	4.3732
			Maintains an Open Mind Concerning the Ideas and Opinions of Students					

TABLE I Continued

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
8	4.3762	25	15	4.5000	15	4.5000	8	4.3651
			Teaches and Performs Preventive and/or Routine Equipment Maintenance					
9	4.3487	16	12	4.5000	13	4.5413	9	4.3339
			Employs Methods and Techniques of Effective Planning and Implementation					
10	4.3444	1	18	4.3750	10	4.5428	10	4.3281
			Accepting and Respecting Each Students Feelings and Ideas					
11	4.3423	12	2	4.8750	7	4.6286	11	4.3143
			Avoids Sarcastic and Derogatory Responses to Members of the Group					
12	4.3190	19	8	4.6250	16	4.4571	12	4.3050
			Helps the Student Apply New Knowledge and Skills to Past Experience					
13	4.3148	13	22	4.3750	11	4.5428	13	4.2958
			Readily Adjusts and Adapts to New and Different Situations					
14	4.2978	22	10	4.6250	14	4.5000	14	4.2784
			Follows Accepted and Approved Work Standards of the Industry					
15	4.2617	21	14	4.5000	18	4.3857	16	4.2495
			Analyzes the Trade of Occupation for Teaching Content					

TABLE I Continued

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
16	4.2554	4	11	4.5000	23	4.3000	15	4.2495
			Recognizing and Accepting Learning Problems of Students Caused by Variation in Scholastic Ability and Attainment					
17	4.2490	7	28	4.1250	17	4.4286	17	4.2356
			Encouraging Sharing of Ideas Among the Group Through Discussion Leading					
18	4.2299	20	9	4.6250	12	4.5428	19	4.2010
			Gears the Presentation to the Levels of Experience of the Group					
19	4.2161	2	19	4.3750	20	4.3571	18	4.2033
			Recognizing and Accepting Learning Problems of Students Caused by Variation in Socio-Economic Background					
20	4.2140	15	25	4.2500	9	4.5714	21	4.1848
			Maintains Good Professional Image in Terms of Grooming					
21	4.2013	10	7	4.6250	21	4.3571	20	4.1848
			Securing the Services of Resource Persons and Experts in the Field					
22	4.1992	26	16	4.5000	19	4.3714	22	4.1825
			Involves the Students in a Mutual Process of Formulating Learning Objectives					

TABLE I Continued

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
23	4.1557	17	13	4.5000	22	4.3571	23	4.1362
			Accents Learning by the Use of Audio-Visual Equipment					
24	4.0984	6	21	4.3750	25	4.2286	24	4.0853
			Skillful Questioning of Each Individual to Determine Areas Where Additional Help is Needed					
25	4.0581	30	30	3.7500	24	4.2571	25	4.0449
			Prepares and Administers Examinations that are Fair and Accurate in Appraising Student Progress					
26	4.0221	3	20	4.3750	26	4.1571	26	4.0079
			Recognizing and Accepting Learning Problems of Students Caused by Variation in Cultural and Ethnic (Minority Group) Background					
27	3.9648	28	17	4.5000	27	4.1571	27	3.9443
			Helps Students to See the Gap Between What the Student Would Like to Be and What He Is					
28	3.9499	27	27	4.2500	28	4.1143	28	3.9339
			Involves Students in Developing Acceptable Methods for Measuring Student Progress					

TABLE I Continued

Group Totals			Mean Responses and Rank by Group					
			Coordinators		Teachers		Students	
Rank	Cumulative Mean	Item No.	Rank	Mean	Rank	Mean	Rank	Mean
29	3.8766	18	26	4.2500	29	3.9714	29	3.8655
			Encourages Desirable Work Habits Through the Use of Assignment Sheets, Job Sheets and Operation Sheets					
30	3.7219	29	29	3.8750	30	3.8857	30	3.7073
			Maintains an Accurate Chart Indicating Student Progress					

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Ranking by groups of the statement concerning recognizing and accepting learning problems of students caused by variation in scholastic ability and attainment ranged from twenty-third to eleventh. By rating Item No. 4 higher, the investigator assumes that coordinators and students were more acutely aware of problems caused by variation in scholastic ability and attainment. The low rating of the item by teachers could be attributed to the lack of formal instruction in teaching methods as was indicated by 32 of the 70 teachers.

The difference in ranking of Item No. 7 would indicate that teachers and students perceived the sharing of ideas through discussion leading to be considerably more important than coordinators. All groups agreed that the item was important to effective teaching; however, the coordinators indicated that 27 of the items were of greater importance. Teachers and students agreed that only 16 of the items were of greater importance.

In ranking Item No. 10, concerning the use of resource persons, lower than coordinators, perhaps the teachers and students are indicating that they perceive the teacher as being the expert to a greater extent than coordinators.

A speculation concerning the low rank of twenty-fourth by coordinators for Item No. 11 as compared to the rank of fourth for teachers is that the coordinators perceived the role of the teacher as being somewhat closed minded concerning ideas and opinions of students, or perhaps they were just indicating that 23 of the items are of greater importance.

Surprisingly, students ranked Item No. 12, concerning avoiding sarcastic and derogatory remarks, lower than teachers or coordinators. The high second place rating by the coordinators could be an indication of their awareness of public relations; whereas, the students, in rating the item eleventh, tended to indicate that they would be willing to tolerate a certain amount of abuse if they received the instruction needed for employment.

Coordinators, in assessing the relative importance of Item No. 14, perceived that 22 of the 30 items were of greater importance than the ability of the teacher to express himself fluently and in clear, concise terms. The teachers and students, however, indicated by their eighth and sixth place rankings that much of the knowledge and expertness of the teacher is lost if he is unable to present the material to the class in understandable form.

The statement "maintains good professional image in terms of grooming," was ranked considerably higher by teachers than by coordinators or students. This is indicative of a self consciousness on the part of the teacher concerning image. One student summed it up by saying, "As long as a teacher helps a student learn a skill or trade it wouldn't make any difference whether he wore his hair long or had a mustache, as long as he used good manners and didn't use profane language in class."

The importance of the use of audiovisual equipment has been debated, more pro than con, for many years. Perhaps, as indicated by responses to Item No. 17, the use of audiovisual equipment has been abused. Perhaps students and teachers are telling us that the use of audiovisual equipment, important as it might be to accent instruction, will not replace the well-prepared teacher.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

The following findings emerge from the study as being of particular importance.

1. Of the 30 items submitted to the three respondent groups, none were rejected by any group as falling below the 3.50 cut off point.
2. Item No. 5, "Exhibits enthusiasm and support for the area in which he is teaching," received the highest rating of any item by all of the respondent groups.
3. There was a noticeable tendency by the coordinator group to rank most items higher than either the teacher or student groups.
4. Teachers generally ranked the items higher than students.
5. Coordinators in most instances assigned a higher rank to Items 1 through 5, which dealt with "the learning environment," than students or teachers; whereas, students tended to rank them slightly higher than teachers.
6. Items 6 through 10, which involved "teaching techniques," were ranked higher in most instances by teachers than by coordinators. The student group ranked these items lower in all instances than teachers or coordinators.
7. Teachers in most instances assigned a higher rank to Items 11 through 15, which dealt with "personal characteristics and behavioral patterns," than coordinators or students; whereas, students generally ranked them higher than coordinators.
8. Items 16 through 20, which involved "teaching and/or learning aids" received a higher ranking from coordinators; whereas, students ranked them higher than teachers.

9. Coordinators in most instances assigned a higher rank to Items 21 through 25, which dealt with "performance of occupationally connected tasks by the teacher." However, students rated these items higher than teachers.
10. Items 26 through 30, which involved "evaluation methods," were ranked higher by coordinators than by teachers. Students did not rank any of this series of items higher than coordinators or teachers.
11. There were no identical cumulative mean responses among the 30 questionnaire items.
12. The average difference between items according to cumulative means was .0299.

Recommendations

It is understood that teachers are not all alike and that individual teachers will not possess all of the characteristics of good teaching to the same degree. Persons who are charged with the responsibility for adult education programs should strive to maintain a staff of teachers that are adequately prepared to provide the best possible learning environment for the total adult population.

For the purpose of providing an atmosphere in adult vocational education programs that further enhances the learning process, the investigator recommends that:

1. The results of this study should be carefully considered by anyone who is contemplating an adult teacher training program whether it be preservice, in-service or upgrading.
2. Teacher education programs for trade and industrial education teachers should be modified to include extensive study in the procedures and practices in the education of adults.
3. Preservice and/or in-service training programs should be established for non-degree adult trade and industrial education teachers who are employed either part time or full time from the ranks of industry.
4. Emphasis should be given in any adult vocational teacher training program to the 30 behavioral teaching acts according to the descending rank order established by this study.

5. Those responsible for adult education programs at the local level should provide a situation whereby meaningful dialogue between coordinators, teachers, and students can take place concerning the behavioral teaching acts identified in this study.
6. Reasonable behavioral objectives should be established at all levels in the adult education program to provide direction and aid in more efficient management.

The investigator recognizes the generalities of the statements made in the behavioral teaching acts included in this study. More precise information is still needed to guide coordinators and teacher trainers in program planning. Further research is indicated in the following areas:

1. A more in-depth study of each of the behavioral teaching acts identified in this study.
2. Identification of other behavioral teaching acts that are pertinent to adult trade and industrial education.
3. Identification of other adult vocational teacher education needs.
4. A study in the other service areas of vocational education to determine the applicability of these behavioral teaching acts.
5. Development of an instrument for determining the extent to which adult vocational teachers are deficient in the teaching skills identified in this study.
6. A procedure for training adult vocational teachers in the teaching skills identified in this study at the least cost in time, effort, and money.

It is hoped that this study may be of benefit to others in their search for knowledge concerning adult vocational teacher education needs. It is also hoped that this study will be used by teacher trainers in the development of a more comprehensive program for adult vocational teachers and prospective adult vocational teachers.

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

As an adult enrolled in a vocational course, or as a teacher or coordinator in adult vocational education, you have certain perceptions of what a person needs to know or do in order to satisfactorily teach adults.

The following is a list of statements that relate to teaching and/or learning. Please respond to each statement by marking in the appropriate blank of the five-point rating scale at the right of each statement. The rating scale will indicate the degree of your agreement to the statement from strongly agree to strongly disagree, that a teacher of adults needs to possess those qualities of teaching or learning in order to do a satisfactory job of teaching adults.

This information will be strictly confidential and will be used only to better understand the teacher education needs of adult vocational teachers. Your cooperation in answering these questions will be of great assistance. However, participation in this study is entirely voluntary and your assistance, while strongly solicited, is wholly a matter of your own pleasure. You have our gratitude for considering this request.

The effective vocational teacher of adults carefully provides a learning environment characterized by:

	5	4	3	2	1
Example					
A. Enjoys teaching adults	(X)	( )	( )	( )	( )
1. Accepting and respecting each student's feelings and ideas	( )	( )	( )	( )	( )
2. Recognizing and accepting learning problems of students caused by variation in socioeconomic background	( )	( )	( )	( )	( )
3. Recognizing and accepting learning problems of students caused by variation in cultural and ethnic (minority group) background	( )	( )	( )	( )	( )
4. Recognizing and accepting learning problems of students caused by variation in scholastic ability and attainment	( )	( )	( )	( )	( )
5. Exhibiting enthusiasm and support for the area in which he is teaching	( )	( )	( )	( )	( )

The effective vocational teacher of adults performs the teaching act by employing the following techniques:

6. Skillful questioning of each individual to determine areas where additional help is needed	( )	( )	( )	( )	( )
7. Encouraging sharing of ideas among the group through discussion leading	( )	( )	( )	( )	( )

8. Giving demonstrations of skills and procedures ( ) ( ) ( ) ( ) ( )

9. Providing opportunity for each student to practice newly acquired skills ( ) ( ) ( ) ( ) ( )

10. Securing the services of resource persons and experts in the field ( ) ( ) ( ) ( ) ( )

The effective vocational adult teacher possesses personal characteristics and behavioral patterns including the following:

11. Maintains an open mind concerning the ideas and opinions of students ( ) ( ) ( ) ( ) ( )

12. Avoids sarcastic and derogatory remarks to members of the group ( ) ( ) ( ) ( ) ( )

13. Readily adjusts and adapts to new and different situations ( ) ( ) ( ) ( ) ( )

14. Expresses himself fluently and in clear, concise terms ( ) ( ) ( ) ( ) ( )

15. Maintains good professional image in terms of grooming ( ) ( ) ( ) ( ) ( )

The effective vocational teacher of adults adds force to his teaching by employing the following teaching and/or learning aids:

16. Employs methods and techniques of effective planning and implementation ( ) ( ) ( ) ( ) ( )

17. Accents learning by the use of audiovisual equipment ( ) ( ) ( ) ( ) ( )

18. Encourages desirable work habits through the use of assignment sheets, job sheets, and operation sheets ( ) ( ) ( ) ( ) ( )

19. Helps the student apply new knowledge and skills to past experience ( ) ( ) ( ) ( ) ( )

20. Gears the presentation to the levels of experience of the group ( ) ( ) ( ) ( ) ( )

The effective vocational teacher of adults performs the following tasks concerning the occupation he is teaching:

21. Analyzes the trade or occupation for teaching content ( ) ( ) ( ) ( ) ( )

22. Follows accepted and approved work standards of the industry ( ) ( ) ( ) ( ) ( )

23. Teaches, practices and enforces preventive shop safety procedures ( ) ( ) ( ) ( ) ( )

24. Possesses proficiency in the operation or manipulation of the tools of the trade ( ) ( ) ( ) ( ) ( )

25. Teaches and performs preventive and/or routine equipment maintenance ( ) ( ) ( ) ( ) ( )

The effective vocational teacher of adults conscientiously employs the following objective evaluation methods:

26. Involves the students in a mutual process of formulating learning objectives ( ) ( ) ( ) ( ) ( )

27. Involves students in developing acceptable methods for measuring student progress ( ) ( ) ( ) ( ) ( )

28. Helps students to see the gap between what the student would like to be and what he is ( ) ( ) ( ) ( ) ( )

29. Maintains an accurate chart indicating student progress ( ) ( ) ( ) ( ) ( )

30. Prepares and administers examinations that are fair and accurate in appraising student progress ( ) ( ) ( ) ( ) ( )

Please list any other perceptions or ideas you might have concerning the behavioral teaching acts or patterns which characterize the effective vocational teacher of adults.

APPENDIX B

STUDENT CHARACTERISTIC CHECK SHEET

TEACHER CHARACTERISTIC CHECK SHEET

CHARACTERISTICS OF ADULTS ENROLLED IN VOCATIONAL EDUCATIONAL COURSES

Please check (X) the blank to the left of the response under each question that best describes your present status.

1. What is your past experience as a participant in adult education courses?

476 A. Have never participated before.
21 B. Enrolled one time but did not complete course.
172 C. Completed one adult course.
196 D. Completed more than one course.

2. What is the highest level of formal education you have completed?

15 A. 6 years (elementary school).
88 B. 9 years (junior high school).
472 C. 12 years (high school).
290 D. 1 or more years of college.

3. What is your age group?

251 A. Under 25
248 B. 25 to 34
168 C. 35 to 44
193 D. 45 to 64
5 E. 65 or over

4. From what source is the major part of your income derived?

389 A. Hourly wages
339 B. Salary (weekly, monthly or yearly)
105 C. Self employment
10 D. Commissions
22 E. Unemployed

5. What is your sex?

834 A. Male
31 B. Female

6. What is your one (major) reason for enrolling in this course?

240 A. Increase performance on present job.
200 B. For advancement in present occupation.
291 C. To get a new job.
134 D. Hobby

7. What is your present employment status?

749 A. Employed full time
52 B. Employed part time
51 C. Unemployed (out of work)
13 D. Retired

CHARACTERISTICS OF TEACHERS OF ADULT VOCATIONAL EDUCATION COURSES

Please check (X) the blank to the left of the response under each question that best describes your present status.

1. What is your past teaching experience in adult vocational education?

11 A. Have never taught before.
6 B. Taught one course.
17 C. Taught one year.
19 D. Taught 2 to 4 years.
15 E. Taught 5 or more years.

2. What is your highest formal education?

1 A. Completed high school.
6 B. Completed high school and served an apprenticeship.
5 C. Completed high school and a trade school.
20 D. Attended one or more years of college but did not earn a degree.
38 E. Earned one or more college degrees.

3. If you attended college, was the program in which you were enrolled

13 A. General education (humanities, psychology, history, social science).
31 B. Vocational education.
11 C. Technical education.
6 D. Engineering.

4. If you attended college how many hours of T & I or other professional courses did you have?

14 A. Less than 4 hours credit.
7 B. Less than 8 but more than 4.
8 C. Less than 16 but more than 8.
33 D. More than 16.

5. What is your age group?

1 A. Under 25
24 B. 25 to 34
26 C. 35 to 44
18 D. 45 to 64
1 E. 65 or over

6. Years of active membership in a trade organization?

23 A. 0 (never belonged)
7 B. 1 to 2 years
11 C. 3 to 5 years
29 D. 5 or more years

7. Years of work experience in the trade you are now teaching.

3 A. 2 years or less
10 B. 3 to 5 years
17 C. 6 to 10 years
40 D. 10 or more years

8. Years of work experience in any trades other than the one you are now teaching.

49 A. 2 years or less
15 B. 3 to 5 years
12 C. 6 to 10 years
4 D. 10 or more years

9. Hours per week spent working at a job other than teaching.

39 A. 10 hours or less
5 B. Less than 20
2 C. Less than 40
23 D. 40 or more

10. Hours per week spent teaching an adult vocational class.

3 A. 2 or less
20 B. 3 to 5
46 C. 6 to 10
1 D. More than 10

11. If you are a full-time teacher, how many hours do you spend in teaching other than adult vocational education?

1 A. 5 hours
5 B. 10 hours
0 C. 15 hours
40 D. 30 hours

12. If you are a full-time teacher, what level do you teach other than adult?

0 A. Elementary
27 B. Secondary
19 C. Post Secondary
0 D. Apprenticeship